

HARMONIZING PEDAGOGY AND MANAGEMENT: AN INTEGRATED SONG-BASED MODEL FOR EARLY LITERACY IN A MULTILINGUAL CONTEXT

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Abstract

This study examines the issue of low proficiency in Indonesian among young children in Sentani, which is attributed to the dominance of local dialects and low self-confidence among the children. The primary objective of this study is to identify gaps in school operational management that are often overlooked in research on language literacy in early childhood. Specifically, this study analyses the strategic role of teachers as facilitators, language models, and motivators in song-based learning, as well as identifying managerial factors that support literacy success in multilingual areas. This qualitative study, which employs a single-case study design, was conducted at the Alethea Sentani Early Childhood Education Centre. Research participants included the headteacher, teachers, and pupils selected through purposive sampling. Data were collected through participant observation, in-depth interviews, and document analysis, and were subsequently analysed interactively using the model proposed by Miles, Huberman, and Saldaña, with verification through member checking. The research findings indicate that the success of language development is largely determined by the optimisation of teachers' managerial roles and institutional support. This study validates the Integrated Song-Based Language Learning Management Model (ISBLLM) as a harmonious ecosystem that integrates pedagogical and managerial aspects to address literacy barriers in remote and multilingual areas.

Keywords: early literacy, ISBLLM model, learning management, multilingual context, singing method

Introduction

Education is a cornerstone in the development of high-calibre, skilled human resources, providing the skills and competencies required for global competitiveness (Juita et al., 2024). As the foundational stage, Early Childhood Education (ECE) plays a crucial role in stimulating all aspects of a child's development, including physical, mental, emotional, and particularly language skills during the 'golden age'. Language is not merely a tool for verbal



communication, but a cognitive instrument that enables children to express their thoughts, understand the world, and build healthy social relationships. However, the effectiveness of language development in schools depends heavily on how learning strategies are managed by educators.

The phenomenon observed at the Alethea Sentani Early Years Centre highlights serious challenges in the area of Indonesian language literacy. The majority of pupils experience communication difficulties characterised by shyness, a lack of self-confidence, and a significantly limited vocabulary. This is exacerbated by the predominant use of regional languages within the home environment, which limits children's exposure to the formal structure of the Indonesian language. Interestingly, field observations reveal a positive anomaly: when teachers implement singing methods, children who were initially passive and stammered begin to demonstrate fluency in speech, high enthusiasm, and a drastic increase in self-confidence. This data confirms that there is a strong correlation between rhythmic stimulation through music and the acceleration of children's linguistic abilities.

Previous research has consistently supported these findings. Mustakim (2023) emphasises that teachers who act as motivators and facilitators through song can significantly improve children's memory and vocabulary comprehension. Meanwhile, Apriani et al. (2025) found that integrating movement into singing is effective in addressing introversion in children and building a supportive learning environment. On the other hand, Wulandari et al. (2022) confirmed that the singing method helps children refine their previously stammering speech into more precise articulation through the repeated imitation of lyrics. However, Arifin's research warns that without optimal management of the teacher's role, the language learning process tends to become monotonous and fails to achieve competency targets. A systematic overview of the contributions and limitations of previous research can be seen in the summary of key findings from the relevant studies below:

Table 1. Summary of research findings on the use of singing methods in early childhood language development

Researcher & Year	Research Focus	Key Findings	Weaknesses/ Gaps	The relevance of this research
Mustakim (2023)	The role of the teacher as a facilitator and motivator through song	Teachers who use songs to motivate pupils significantly improve their memory and vocabulary comprehension	Does not cover school operational management (budgeting, teacher collaboration)	Supports the role of teachers as motivators, but lacks a managerial dimension
Apriani et al. (2025)	Incorporating movement into singing to help overcome introversion	Singing with movements boosts children's self-confidence and social interaction	Focuses on psychological aspects, but has not yet integrated school management strategies	Confirming the effect on self-confidence, particularly relevant for shy children in Sentani

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Wulandari et al. (2022)	Singing techniques to improve speech articulation	The child who sang showed an improvement in articulation, moving from stuttering to speaking fluently, through the repeated imitation of the lyrics	It does not address institutional support or formal teacher training	Supports the effectiveness of lyric imitation, but has not yet considered the management aspects
Arifin (2019)	The role of teachers in the language development of young children	Teachers who do not fulfil their roles effectively result in monotonous learning and stagnant language development	Highlighting the importance of the teacher's role, but not exploring singing methods	Warning that without effective management of teachers' roles, any method is less effective
Mustakim (2023)	The role of teachers as facilitators and motivators through song	Teachers who use songs to motivate pupils significantly improve their memory and vocabulary comprehension	Does not cover school operational management (budgeting, teacher collaboration)	Supports the role of teachers as motivators, but lacks a managerial dimension
Apriani et al. (2025)	Incorporating movement into singing to help overcome introversion	Singing with movements boosts children's self-confidence and social interaction	Focuses on psychological aspects, but has not yet integrated school management strategies	Confirming the effect on self-confidence, particularly relevant for shy children in Sentani

This phenomenon can be explained through two major, interrelated frameworks. On the one hand, Noam Chomsky's nativist theory regarding the Language Acquisition Device (LAD) posits that humans possess an innate predisposition to acquire language from birth, with the LAD functioning as a biological mechanism that enables children to process linguistic input rapidly (Song et al., 2023). Jean Piaget's Constructivist Theory emphasises that children actively construct linguistic knowledge through direct interaction with their environment and meaningful experiences, rather than relying solely on innate abilities (Behrens, 2021; Song et al., 2023). This constructivist approach aligns with Behrens' (2021) findings, which state that language construction occurs through patterns of input distribution and the generalisation of experience, rather than through innate syntactic assumptions as in Chomsky's nativism. The singing method serves as an

ideal bridge between these two theories as it provides rich rhythmic input (supporting the LAD) whilst also offering an active and enjoyable experience that enables children to construct language knowledge constructively (Behrens, 2021; Song et al., 2023).

In the context of educational management, teachers act not only as instructors but also as learning managers who organise resources, audio materials and the school budget to create an inclusive environment that stimulates language development. This topic is worthy of research as it suggests that success in early literacy is not merely a matter of classroom teaching methods, but rather the result of structured management strategies that define the teacher's role as a facilitator, language model, and motivator. The low level of Indonesian language proficiency among children at Alethea Sentani Early Childhood Education Centre is influenced by the dominance of local dialects and a lack of self-confidence, which hinders language development and social interaction essential for learning (Arifin, 2019; Hulme et al., 2020). The use of music as a teaching tool is limited by teachers' limited knowledge of songs and inadequate training in music pedagogy, preventing the optimal use of singing methods to enhance vocabulary acquisition (Oshchepkova et al., 2025). The disconnect between the available learning materials and the diverse strategies employed by teachers contributes to challenges in long-term vocabulary retention, highlighting the need for improved instructional support and the alignment of resources within early years education settings (Heikkilä & Lillvist, 2023). Addressing this issue through targeted training and capacity building can significantly improve language skills in this context.

The challenges faced in music education for early years teachers, particularly in remote areas, are varied. A significant issue is inadequate training in music pedagogy, which leads to a reliance on trial-and-error methods, resulting in limited song variety and creativity in teaching practice (Bautista et al., 2024; Ngadni & Hui, 2025). Resource constraints, particularly in multilingual regions such as Papua, hinder access to teaching materials and essential infrastructure, further complicating the situation (Budianto et al., 2024; Hu, 2025). Furthermore, gaps in operational management within schools often overlook the importance of collaboration among teachers and the allocation of budgets for media resources, which are crucial for effective music education (Bautista et al., 2024). Finally, the dominance of regional languages can lead to negative transfer effects in language learning, highlighting the need for structured multilingual support to improve educational outcomes (Budianto et al., 2024; Hu, 2025). Addressing these issues requires comprehensive strategies encompassing enhanced teacher training and resource allocation.

This article aims to address this key gap, namely the lack of integration between the pedagogical aspects of the singing method and structured learning management strategies in a multilingual context such as Sentani. Specifically, this study aims to: Firstly, analyse the strategic role of teachers as facilitators, language models, and motivators in managing language learning based on the singing method. Second, to identify the managerial factors that act as enablers and barriers to the implementation of these strategies, including institutional support, teacher collaboration, and adaptation to the local context. Third, to produce recommendations for an adaptive language learning management model, namely the Integrated Singing-Based Language Learning Management Model (ISBLLM),

which can be replicated by early childhood education schools facing similar linguistic and resource constraints.

Although there is already a considerable body of literature on the effectiveness of the singing method (Mustakim, 2023; Wulandari & Imania, 2022), there is a significant gap in the area of school operational management. Most studies focus solely on children's direct learning outcomes, whilst neglecting how schools manage a culture of collaboration among teachers, budget allocation for teaching materials, and teachers' managerial strategies in addressing internal barriers in children, such as shyness. This study addresses this gap by identifying the variable "Teacher Role Management" as a key determinant of the singing method's success within the Sentani community, which faces unique linguistic challenges.

The novelty of this research lies in the integration of psychopedagogical aspects (singing) with strategic management aspects (the role of teachers and organisational support) in remote/special regions such as Sentani. The justification for this research is very strong; given that limited vocabulary is a predictor of future academic failure, this innovative management strategy is urgently needed to ensure equitable educational quality for children in Papua (Khairani et al., 2025; Rahmi & Sari, 2022). The contribution of this research will offer the "Integrated Singing-Based Language Learning Management Model (ISBLLM)", which can be replicated by schools facing similar constraints.

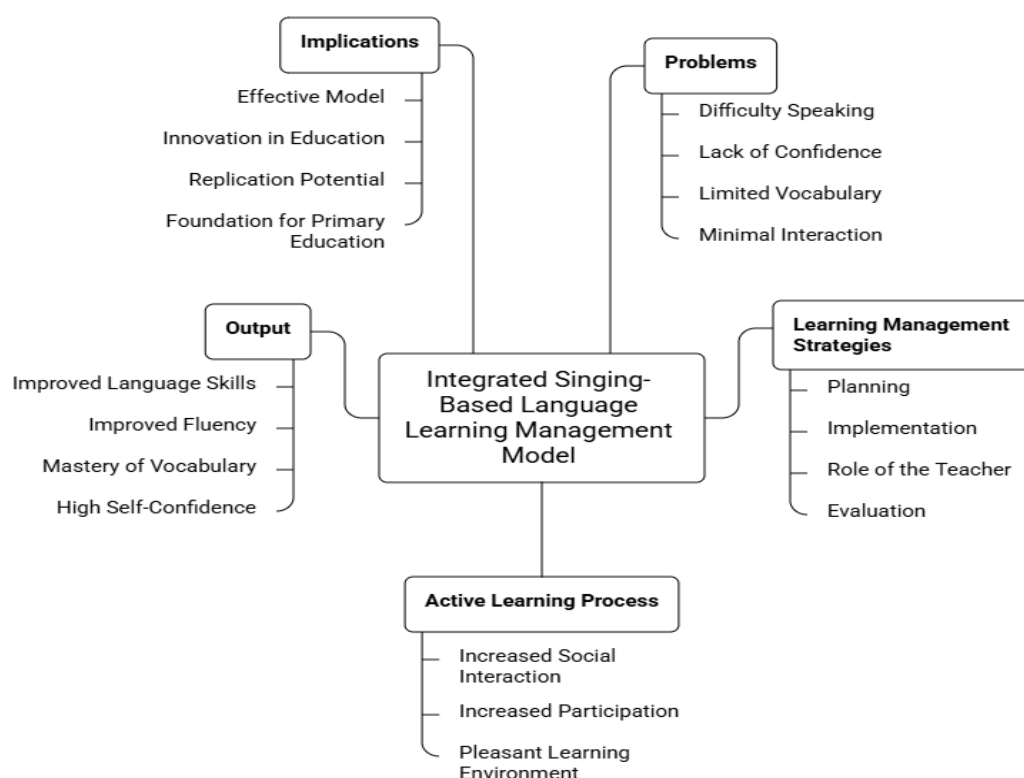


Figure 1. Integrated singing-based language learning model

This model is systematically constructed through five key components: input in the form of children's language limitations (low self-confidence and limited vocabulary), learning management strategies (planning thematic songs, interactive

delivery, the teacher's role as facilitator, model and motivator, and ongoing evaluation), an active learning process with increased interaction and participation, leading to the output of fluent speaking ability and high self-confidence, which contributes to innovation in early childhood education.

Method

This study employs a qualitative approach using a single-case study design, focusing on the Alethea Sentani Early Childhood Education Centre in Jayapura Regency, Papua. This design was chosen as it allows for an in-depth exploration of strategies for managing language learning through singing in a multilingual and multicultural context (Creswell, 2019; Pattipeiluhu et al., 2026; Yin, 2018). The participants consisted of class teachers, headteachers, and children aged 5–6, who were selected through purposive sampling based on criteria of relevance and variation in early language skills (Patton, 2015). Data collection was carried out through moderate participatory observation, semi-structured in-depth interviews, and documentation (lesson plans, progress notes, photographs of activities, and documents). Participation in these interviews was completely voluntary, and no coercion was applied to any individual. Participants were informed of the purpose of the study and their right to withdraw at any time. Participant names have been changed to pseudonyms to protect privacy.

Data analysis followed the interactive model proposed by Miles, Huberman and Saldaña (2014), conducted cyclically: (1) data reduction through open coding and axial coding to identify key themes (the role of teachers, implementation strategies, institutional factors, operational barriers and contextual barriers); (2) presentation of data in thematic matrices and narratives; and (3) drawing conclusions and verification through member checking. Data validity is ensured through triangulation of sources and methods, as well as a complete audit trail (Denzin et al., 2017; Pattipeiluhu et al., 2026), thereby ensuring credible findings that are consistent with the research results and discussion. This figure presents a systematic flowchart of the qualitative research methodology, covering the integrated stages of design, data collection, interactive analysis, and validation of findings, to produce a deep and contextual understanding of language learning management strategies through the singing method, as follows:

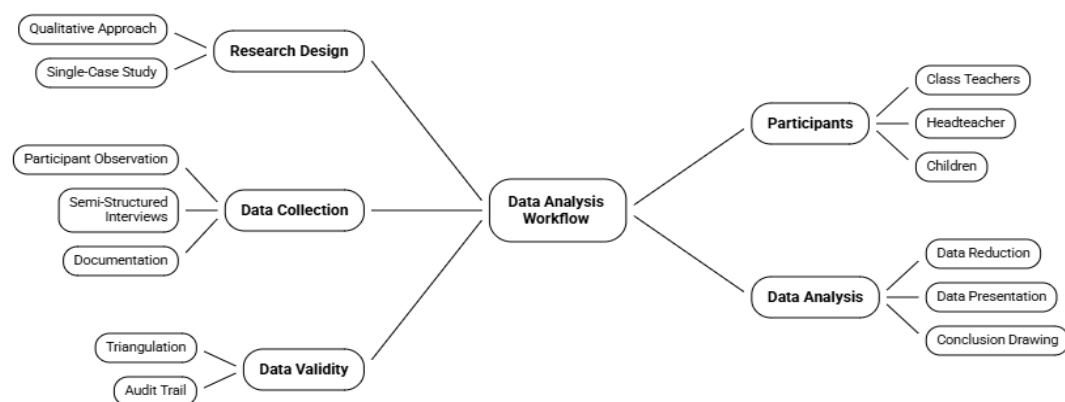


Figure 2. Data analysis workflow

This framework not only ensures the procedural rigour of the research but also enhances the credibility, analytical consistency and validity of the findings, thereby providing a solid scientific foundation for the interpretation of results and the research's contribution to the development of studies on language learning management in early childhood.

Findings and Discussion

Findings

Findings from the study at Alethea Sentani Early Childhood Education Centre indicate that strategies for managing language learning do not rely solely on technical methods, but are largely determined by the optimisation of teachers' managerial roles and support from the organisational ecosystem. These findings provide a systematic answer to the research question regarding how teachers' roles are carried out and what factors contribute to this success. The main findings of this study are as follows:

Firstly, the strategic role of teachers as learning managers: the main findings indicate that teachers fulfil a multidimensional and strategic role in children's language development, including the following: 1) As Facilitators (Planning & Organising); 2) Teachers design lessons systematically by selecting songs relevant to the daily theme, such as body parts or animals, and conduct regular repetition every morning. This demonstrates careful planning to ensure vocabulary retention; 3) As a language model (Leading): Teachers act as a standard of articulation for the children. Children who tend to use regional dialects receive accurate Indonesian language input through the imitation of song lyrics; and 4) As a motivator (Enabler), the teacher uses a psychological approach by involving shy children in small groups before they perform in front of the class, which significantly boosts the children's confidence in communicating.

Secondly, regarding the effectiveness of management and linguistic outcomes, field data indicates a positive correlation between active participation in singing and accelerated linguistic development. Children who actively sing demonstrate significantly faster speaking proficiency and vocabulary acquisition compared to those who are passive. From a management perspective, this confirms that the singing method is an effective quality control tool for measuring children's language progress in a non-formal yet measurable way.

Thirdly, an analysis of the enabling and hindering factors within the ecosystem, as carried out by the teachers. The success of this strategy was driven by strong institutional support, with the headteacher granting teachers creative autonomy and allocating a specific budget for audio equipment and a collection of songs. Furthermore, a culture of collaboration amongst teachers in sharing song ideas also reinforces the programme's sustainability. This study identified gaps in human resource management, namely a lack of formal training for teachers on music pedagogy methods, resulting in a limited variety of songs. Additionally, external factors such as the dominance of local dialects in the home environment continue to pose a challenge for language synchronisation at school.

Based on an analysis of field data, this study has successfully identified the crucial role of teachers and the various determining factors that influence the effectiveness of language development through the singing method. To provide

readers with a comprehensive and systematic overview, a summary of the study's main findings is presented in the following table:

Table 2. Summary of the main findings of the study

Dimensions of analysis	Key findings	Impact on language development	Data sources
The Managerial Role of Teachers	The teacher acts as a facilitator (selecting songs), a role model (in terms of pronunciation), and a motivator (in encouraging the pupils).	The teacher acts as a facilitator (selecting songs), a role model (in terms of pronunciation), and a motivator (in encouraging the pupils).	Interviews with teachers; interviews with the headteacher; and data from observations.
Implementation Strategy	Singing a themed song every morning to start the lesson and using audio recordings or YouTube,	Singing a themed song every morning to start the lesson and using audio recordings or YouTube,	Teacher interviews; headteacher interviews; documentation (lesson plans and song collections).
Institutional Factors	The headteacher's commitment, funding allocated for media, and a culture of collaboration amongst teachers in developing various song ideas	The creation of a creative learning environment and the provision of adequate support facilities,	Interviews with the headteacher; interviews with teachers; and budget documents.
Operational Challenges	The lack of formal training for teachers in music teaching methods, as well as the limited variety of songs,	The risk that children might get bored and the fact that this method is still based on trial and error.	Teacher interviews; headteacher interviews,
Contextual barriers	The prevalence of regional languages at home and children's personalities, who tend to be introverted or shy,	The gap between Indonesian language learning at school and children's everyday practices at home,	Teacher interviews; headteacher interviews

These findings indicate that the effectiveness of language development in early childhood education at Alethea Sentani is highly dependent on the strategic role of teachers as facilitators and motivators, supported by the availability of teaching materials and the school's budget. Optimising this approach still faces challenges, including a lack of pedagogical training in music for teachers and the dominant influence of the use of local dialects within the children's home environment.

Discussion

This study reveals that the effectiveness of children's language development at the Alethea Sentani Early Years Centre is the result of adaptive learning

management strategies, in which singing methods are systematically integrated with the teachers' managerial roles. These findings answer the research question by demonstrating that coordination between the teacher's roles as facilitator, model, and motivator, supported by the school's organisational ecosystem, is capable of transforming linguistic barriers into communicative competence. Theoretically, this reinforces the proposition that the success of early literacy is not merely a matter of method selection in the classroom, but rather the result of a structured teacher role management strategy (Arifin, 2019; Mustakim, 2023).

The role of the teacher as a facilitator in this study proved to be a key pillar in the planning and organisation of language learning. Teachers at Alethea Early Years Education Centre consciously selected the most effective tools for young children's 'ears' to ensure the retention of new vocabulary. This managerial strategy was emphasised by Ms MW (Headteacher) in the following quote:

...I'm all for it, because learning through singing makes the material easier for children to grasp...

Through this facilitative role, teachers create a supportive environment in which children feel comfortable to begin exploring the sounds of the language they have just heard. This is consistent with the findings of Mustakim (2023), who emphasises that teachers who facilitate children's learning through songs significantly and substantially enhance children's vocabulary memory and comprehension. Careful planning in the selection of thematic songs ensures that the linguistic input provided is relevant to the children's stage of development.

This facilitation role also involves careful time management, with singing incorporated as a ritual to start the class each morning. Ms AK, EM and ES (teachers) describe this repetition as part of daily cognitive management:

...We sing that song every morning at the start of class, so that the children can practise the same vocabulary and become more familiar with new words...

The integration of melody and lyrics enables children's brains to process linguistic information with a lower cognitive load than conventional instructions, which are often tedious. By repeating the lyrics of themed songs every day, teachers help children to store information in their long-term memory through regular rhythmic patterns (Behrens, 2021; Song et al., 2023).

The transmission of language skills at Alethea Early Years Education Centre also relies heavily on the teacher's role as a language model or guide. Children who use a local dialect on a daily basis tend to imitate the teacher's pronunciation when singing in order to receive accurate Indonesian language input. Mrs AK, EM and ES describe this modelling process in detail:

...When the children sing along with the teacher, they follow the way I pronounce the words in the song. So if there's a word they're not sure about, they can repeat it until they can say it correctly...

This phenomenon of imitation is consistent with the findings of Wulandari and Imania (2022), who confirmed that through singing, children can refine the

pronunciation of words that were initially stammered into a more perfect form through lyrics heard repeatedly. From a management perspective, teachers serve as a phonological quality standard that bridges the gap between input in the mother tongue and the target language (formal Indonesian). The success of this process demonstrates that teachers are the primary instrument in ensuring the accuracy of pupils' linguistic output in multilingual settings.

The teacher's role as a motivator (actuating) is key to managing children's affective aspects, particularly when addressing the challenges posed by shy pupils. Teachers employ a gradual psychological approach, involving children in small groups before they feel confident enough to present independently in front of the class. Mrs AK, EM and ES shared their strategies for building children's self-efficacy:

...If there's a child who's shy, I ask them to sing in a small group first, two or three children. Only then do they pluck up the courage to sing in front of their friends...

This motivational strategy has proven effective in reducing children's anxiety levels; theoretically, this is known as an attempt to break through the 'affective filter', thereby making children more receptive to linguistic stimuli. Field data reveals a marked transformation in the children named JY, MW, DK and EM, who are described in the observation notes as;

She was shy at first, but now she's starting to feel confident singing with her friends.

This supports the conclusion reached by Apriani et al. (2025) that there is a significant influence of the teacher's role in developing children's self-confidence through a method combining singing with movement.

The success of the managerial strategy in that class is closely linked to institutional support through the school's robust resource management. The headteacher at Alethea Early Years Education Centre proactively fosters teachers' creative autonomy and provides the necessary audio-visual resources. Ms MW (Headteacher) explained the school's budgetary commitment to supporting this innovation:

...YouTube and music collections via the media... there's a budget for that...

This synergy between institutional policy and teacher professionalism is consistent with the view of Atikah (2025), who emphasises that an effective support system is a key factor in ensuring a productive learning environment. Tangible support from school leaders gives teachers the confidence to experiment with different songs, which ultimately leads to an improvement in the quality of educational provision for children.

A culture of collaboration among teachers is also a key factor in the sustainability of this strategy. Teachers at Alethea Early Years Education Centre support one another and share ideas through the Learning Community (Combel) to ensure that the learning process does not become monotonous. Ms AK, Ms EM and Ms ES confirmed this collaborative practice:

...The support has been excellent; one example is how we support one another by sharing ideas about this singing method...

This approach to relational management reflects Darling-Hammond's suggestion regarding the importance of professional communities in collectively enhancing educators' capabilities. This synergy ensures that teaching materials are continually updated, thereby maintaining children's high level of interest in learning. This study also identified a crucial gap in human resource management, namely the lack of formal training in music pedagogy for educators. Both teachers and headteachers acknowledged that, until now, they have only been learning independently via digital platforms. This challenge is consistent with the findings of Ngadni and Hui (2025), who highlighted that the lack of specific training often constitutes a major obstacle for educators in optimising music as a scientific pedagogical tool. Without training interventions, the implementation of methods risks remaining at the trial-and-error stage.

Table 3. Synchronisation of field data with strategic management components

Strategic components	Empirical evidence (interview data/observations)	Theoretical justification
Facilitation (Planning)	<i>"We sing that song every morning... to revise our vocabulary"</i> (Teachers AK, EM, ES).	Rhythmic repetition enhances long-term memory retention and reduces <i>cognitive load</i> (Mustakim, 2023; Song et al., 2023).
Modeling (Leading)	<i>"The child follows the way I pronounce the words in the song"</i> (Teacher AK, EM, ES).	Constructivism: Children construct linguistic structures through the imitation of meaningful input (Behrens, 2021; Wulandari & Imania, 2022).
Motivation (Actuating)	<i>"Shy children are asked to sing in small groups first"</i> (Teachers AK, EM, ES).	A reduction in the <i>affective filter</i> fosters self-efficacy and social courage (Apriani et al., 2025; Goddard et al., 2000).
Support (Resources)	<i>"YouTube and the music collection... there's a specific budget"</i> (Headteacher MW).	Institutional policies and infrastructure systems are key to a productive learning environment (Atikah, 2025).

Contextual barriers, such as the dominance of regional languages in the home environment, also remain a major challenge to the alignment of literacy in schools. The gap between children's daily practices at home and the formal Indonesian language standards at school requires teachers to work more intensively. This is in line with Hallinger's (2018) view that educational leadership must be sensitive to the socio-cultural context and the community in which the school is situated so that the strategies implemented are truly relevant to the students' reality.

As a managerial measure to address these challenges, the school is working to build partnerships with parents through ongoing engagement. Mrs MW (Headteacher) explained how parents are involved:

...They can give examples of songs that children like and how those songs help with children's pronunciation and memory...

Field observations have shown a significant difference in outcomes between participatory and passive children. Mrs AK, EM and ES (teachers) observed that this difference.

...quite significant... their ability to speak will be very limited in children who do not actively sing...

These findings provide strong evidence that singing is not merely a recreational activity, but an effective quality control tool for measuring children's language development in a qualitative yet quantifiable manner in the field.

This study proposes an Integrated Singing-Based Language Learning Management Model. Unlike previous studies, which focused solely on the partial pedagogical effectiveness of singing (Mustakim, 2023; Wulandari & Imania, 2022), the Integrated Singing-Based Language Learning Management Model positions language development as a holistic managerial ecosystem.

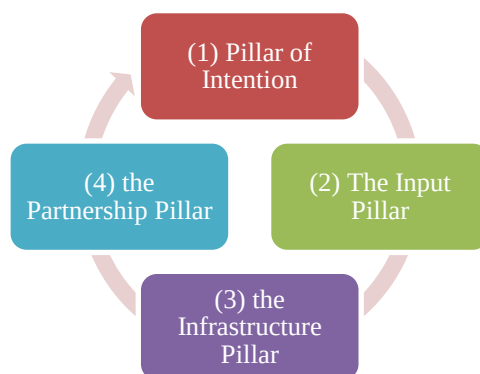


Figure 3. The harmony ecosystem model for singing-based language learning

This model emphasises that language development is not merely a classroom activity, but rather a harmonious integration of: (1) the Intention Pillar, namely the teacher's role in managing children's emotions and self-confidence; (2) the Input Pillar, namely the teacher's role as a model of precise articulation; (3) the Infrastructure Pillar, namely the school management's support regarding funding and audio-visual resources; and (4) the Partnership Pillar, namely the involvement of parents in musical language stimulation at home.

A structured teacher role management strategy is a key factor in the success of the singing method in enhancing children's linguistic abilities at Alethea Sentani Early Childhood Education Centre. Despite challenges relating to teacher training and the influence of local culture, the synergy between educators' creativity and the headteacher's commitment has resulted in positive transformation. The Integrated Singing-Based Language Learning Management Model is recommended for replication in other early childhood education centres with similar contexts to support the equitable distribution of national education quality (Cucu Atikah, 2025).

Conclusion

This study concludes that the language learning management strategy using the singing method at Alethea Sentani Early Years Education Centre is significantly effective in improving children's speaking skills, vocabulary acquisition and self-confidence through the optimisation of the teacher's strategic role as a facilitator, language model and motivator. This success demonstrates that language development does not rely solely on classroom pedagogical aspects, but is largely determined by the synergy of a managerial ecosystem encompassing the school leadership's commitment, the allocation of funds for audio-visual resources, and a collaborative culture among educators. The uniqueness of this research lies in the formulation of the Integrated Singing-Based Language Learning Management Model (ISBLLM), which reconceptualises language development as a harmonious ecosystem integrating the pillars of intention, input, infrastructure, and strategic partnership with parents. This innovation makes a new contribution to the field of educational management by offering a systematic solution to address literacy barriers in the context of multilingual communities and remote regions.

As a practical implication, the ISBLLM model is recommended for adoption by early childhood education institutions in regions with similar social and linguistic characteristics to ensure equitable national literacy standards. Schools need to strengthen partnership management with parents to ensure continuity of language stimulation between the school and home environments. Further research is advised to focus on developing formal pedagogical music training programmes for teachers to address the limited variety of songs and minimise a trial-and-error approach to learning, thereby optimising the effectiveness of the singing method scientifically and sustainably.

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